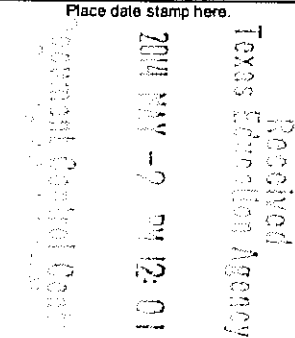


Texas Education Agency Standard Application System (SAS)

2014-2016 Technology Lending Program Grant

Program authority:	General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; TEC, Chapter 31, Section 31.021(f) and Chapter 32	FOR TEA USE ONLY Write NOGA ID here: Place date stamp here: <div style="text-align: center;">  </div>
Grant period:	October 1, 2014, to August 31, 2016	
Application deadline:	5:00 p.m. Central Time, May 13, 2014	
Submittal information:	Four complete copies of the application, three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: <div style="text-align: center;"> Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494 </div>	
Contact information:	Kathy Ferguson: techlending@tea.state.tx.us; (512) 463-9400	

Schedule #1—General Information

Part 1: Applicant Information							
Organization name			County-District #		Campus name/#		Amendment #
Odem-Edroy ISD			205-905		Odem EI 205905101, Odem JH 205905041		
Vendor ID #		ESC Region #		US Congressional District #		DUNS #	
1-746001806		2		TX-015		078491214	
Mailing address				City		State	ZIP Code
1 Owl Circle				Odem		TX	78370-
Primary Contact							
First name		M.I.	Last name			Title	
Lisa		A	Gonzales			Superintendent	
Telephone #		Email address				FAX #	
361-368-3401 x 223		gonzalesl@oeisd.org				361-368-2879	
Secondary Contact							
First name		M.I.	Last name			Title	
David			Quesada			Project Coordinator	
Telephone #		Email address				FAX #	
361-368-3401		QuesadaD@oeisd.org				361-368-2879	

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Lisa	A	Gonzales	Superintendent
Telephone #	Email address		FAX #
361-368-3401 x 223	gonzalesl@oeisd.org		361-368-2879

Signature (blue ink preferred)

Date signed

Lisa A. Gonzales

4-12-14

Only the legally responsible party may sign this application.

701-14-107-055

Schedule #1—General Information (cont.)

County-district number or vendor ID: 205-905

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9	Supplies and Materials (6300)	<input type="checkbox"/>	<input type="checkbox"/>
10	Other Operating Costs (6400)	<input type="checkbox"/>	<input type="checkbox"/>
11	Capital Outlay (6600/15XX)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 205-905

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 205-905

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.
4.	The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home.
5.	The applicant understands that equipment purchased with Technology Lending Program Grant funds is the property of the district or charter school.
6.	The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es).
7.	The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
8.	The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.
9.	The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
10.	The applicant assures that it has an approved 2013-2014 district technology plan on file with TEA. The applicant understands that if an approved 2013-2014 district technology plan is not on file with TEA at the time the application is submitted to TEA on the application due date, the application is not eligible to be funded.
11.	The applicants assures that it is at Developing or higher Level of Progress in Teaching and Learning and in Educator Preparation in their Texas Campus School Technology and Readiness (STaR Chart) report for the 2012-2013 school year.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into school district or open-enrollment charter school's technology plan.
12.	The applicant assures that appropriate professional development has already been provided for teachers in the use of digital content or that appropriate professional development will be provided within the first three months of the grant period (i.e., October 1, 2014-December 31, 2014) to be prepared for the grant implementation.
13.	The applicant assures that a minimum of 50% of the funds awarded will be spent within the first four months of the grant period (i.e., October 1, 2014-February 1, 2015), and that 100% of the funds will be expended no later than the end of the 1 st year of the grant period (i.e. August 31, 2015) to ensure full program implementation through August 31, 2016.
14.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data.

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By TEA staff person:

Schedule #5—Program Executive Summary

County-district number or vendor ID: 205-905	Amendment # (for amendments only):
Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.	
<p>Odem-Edroy Independent School District (OEISD) is submitting an application to the 2014-16 Technology Lending Program to loan students portable wireless laptops that provide access to digital mathematics content, textbooks, and instructional technology programs in grades 4-8. OEISD serves 1067 students on 3 Title I campuses. Two thirds of the OEISD student population are classified as economically disadvantaged. 2013 PEIMS data shows less than 70% of OEISD learners met state standard on all tests of the STAAR assessment with the lowest passing rates in mathematics for grades 4-12. Low passing rates in this content area contributed to only 87% of students graduating with their cohort from high school, and only 7% meeting standards on a TSI exam for college entrance. Implementation of five grant goals is expected to improve teacher instruction and student learning in mathematics, course passing rates in Algebra and subsequent high school math courses, graduation rates, and entrance into postsecondary education: (1) loan personal technology to students for use at school and home; (2) provide residential Internet service; (3) redesign curriculum to include use of digital textbooks and electronic instructional materials and resources; (4) conduct professional development in technology use and integration; and (5) create a Technology Lending Policy to authorize student checkout of personal devices. The proposed lending program will enable our district to move forward with the implementation of electronic instructional materials with access to learning resources at school and at home. Budget: Each spring, the OEISD District Improvement Team (DIT) consisting of school board members, educators, staff, parents, students, and community representatives meets to review data and set goals for the following year. Under the direction of the Superintendent, the team drafts a District Improvement Plan (DIP) including goals, objectives, strategies, personnel and resources required to implement positive change. The 2013-14 plan, targets the improvement of math achievement in grades 4-8 to increase the number of students passing Algebra I, II, Geometry, and College Algebra as a priority for school improvement. The DIT met in March 2013 to examine the Technology Lending Program (TLP) grant application. The team found the practices outlined in the TLP support the goals of the plan. Using the district plan as a framework, the DIT developed goals, objectives, critical success factors, and milestones for each of the practices outlined in the grant guidelines. The TLP budget was developed based on the hardware and connectivity costs required to implement the plan. Demographics: Demographic and achievement data was reviewed by the District Improvement Team to identify needs and to develop each of the goals of the grant program. (a) OEISD is a small, isolated district located in south Texas that serves the Odem and Edroy communities. US Census data reveal the average family income in the region is \$33,190. This is almost \$20,000 less than the state average. Low income families in the region report that they have cell phones, but do not have laptops or Internet service at home; (b) OEISD serves a high ratio of Hispanic (84%) and economically disadvantaged learners (65%). There is an achievement gap between these groups and the general school population. Only 66% Hispanic and 63% low income learners met standards on STAAR in 2013. The highest gaps are seen in the content area of math where 57% of learners met state standards in Algebra I; and (c) 100% of OEISD teachers on participating campuses rate Developing Tech Level of Progress or higher for Teaching and Learning and for Educator Preparation and Development for the 2012-2013 school year. The teachers have developed instructional strategies in technology integration, but do not have technology tools in the classroom to implement training. Needs Assessment Process: The District Improvement Team uses the site based decision making guidelines provided by the Texas Education Agency to conduct a comprehensive needs assessment each year. Based on the results of the 2012 needs assessment, our district has placed student access to 21st century technologies to improve student learning and achievement as a priority for school improvement. As a result, the team worked in 2012 to examine strengths and weaknesses and to research evidence-based strategies for reforming and reorganizing practices and policies to ensure that every student is taught by an effective teacher. The district AEIS data and review of research was used to develop a District Improvement Plan (DIP) that includes goals, strategies, and resources needed to promote change. The DIT meets four times each year to use data and feedback assess whether the improvement plan is continuing to impact student success. If change is needed, the team revises critical success factors, milestones, and action steps to promote success. Management Plan: The Project Director will be the Superintendent. This position is responsible for district and campus planning K-12, and all training/staff development activities. The OEISD administrator will oversee the planning, implementation, and evaluation of the program in District Improvement Team meetings. The Project Director will make certain all proposed activities are planned, implemented, and completed as approved in the application, and also ensure all reports and evaluations are conducted and submitted within established timelines. The OEISD Director of Technology will serve as the TLP Project Coordinator. The director will coordinate existing tech resources to maximize outcomes and ensure funds are expended as approved in the application. The Project Coordinator will work with the OEISD Business Manager to purchase technology devices and Internet service plans and</p>	

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 205-905

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

will oversee installation. The administrator will work with the Education Service Center Region 2 to review and revise policies including the OEISD Technology Lending Agreement and with the Superintendent to gain board approval for updates to school policy. **Evaluation:** The program will be evaluated to determine if the project was implemented effectively and if project goals of providing students with access to technology devices at school and home was successful in improving student math achievement. The Superintendent will lead the DIT in conducting formative project evaluation at the end of each quarter for each defined program area. Evaluation of the project will include analysis of quantitative data including the number of economically disadvantaged learners gaining access to laptops, Internet access in residences, and the number of courses, digital textbooks and instructional software programs utilized in the project. The DIT will also consider qualitative data such as teacher growth and performance on Teaching and Learning and Educator Preparation and Development sections of the STaR chart and the success of the TLP team in developing a Technology Lending Agreement. Quantitative data will also include the number of participating students who demonstrate proficiency in Technology Applications TEKS and meet state standards on the math section of the STAAR. The DIT team will meet annually to analyze summative data. The summative analysis will include examining grant program data to determine effectiveness of the program and integrating program goals into the District Improvement Plan for the upcoming school year. OEISD will provide written evaluation reports during the project period and a final evaluation report within 30 days after the end of the project in the format requested by TEA. **Statutory Requirements:** OEISD has addressed all TLP statutory requirements including: (1) the district will use grant funds to implement a technology lending program to loan students the personal technology devices and Internet connectivity necessary to access to digital mathematics content, textbooks, and instructional technology programs in grades 4-8 at school and at home; and (2) OEISD will coordinate the purchasing of lending equipment through TLP funds with other funding sources including Instructional Materials Allotment, general funds, and TLI grant funds to ensure the grant budget supplements funds currently allocated to provide students with dedicated access to a technology device. **TEA Requirements:** OEISD has addressed TEA requirements in the planning and application process: (1) OEISD Campus and District Improvement Plans, STaR charts, and Technology Plans were used by the TLP planning team to ensure alignment to the existing mission and goals of the district; (2) The campuses were prioritized based on the District Improvement Plan needs assessment to determine the campuses with the greatest student need and a home survey was used to determine student with residential access to the Internet; (3) Current curriculum, instruction, and classroom management policies, and upcoming textbook adoption information was used to construct the TLP plan; (4) Electronic textbooks and instructional materials will be used in math at grade levels 4-8 to ensure access to content; (5) Training for teachers in the use of electronic instructional materials includes six hours of in-service training to fully utilize the Compass math program and applications. Additional training will be conducted during the first 3 months of the grant period; (6) OEISD infrastructure includes wireless hotspots which is in the process of being updated to support 1:1 use of devices at Odem Elementary and Junior High School; (7) Laptops will be loaned to students and Verizon residential Internet service will be provided to high need students; 8. The OEISD Director of Technology, Network Technician, and Instructional Coaches will provide technical support to support student use of devices provided through the grant; (9) A Technology Lending Equipment Check-Out Policy will be developed to coordinate the lending of technology devices. The agreement will include a description of how the check-out and check-in process will operate, the school employee in charge of the check-out process, and the student/parent/school contract that will be used to maintain the technology lending equipment in proper working condition; (10) The technology lending equipment will be the property of OEISD and will be insured. The district will comply with local administrative policy provisions governing the use of district equipment; (11) OEISD will develop a Technology Lending Agreement that addresses required responsible use components. Parents, students, and principals will be required to sign the document. **Conclusion:** During the summer, our district improvement team attended a retreat to develop a plan to transform teaching and learning in OEISD. We studied models of technology infused curriculum and instruction, and investigated portable electronic devices. As a result, goals that include placing tech tools in the hands of students are now part of our District Improvement Plan. The TLP provides a method for realizing these goals. Technology lending will be implemented in targeted grade levels to access math content and participate in real-world learning. Professional learning communities that encourage parents, students and teachers to improve and use technology skills will become part of the school culture. District policy will be developed including a Tech Lending Agreement, Responsible Use Agreement, and Check-out Policy. The TLP will provide a process for all students and families to access technology and develop skills that our children need to be successful in school and the 21st century workplace. We are committed to implementing and sustaining this goal for our students.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 205-905

Amendment # (for amendments only):

Program authority: General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; Texas Education Code, Chapter 31, Section 31.021(f) and Chapter 32

Grant period: October 1, 2014, to August 31, 2016

Fund code: 410

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	
Schedule #8	Professional and Contracted Services (6200)	6200	\$29,220	\$	\$29,220	
Schedule #9	Supplies and Materials (6300)	6300	\$	\$	\$	
Schedule #10	Other Operating Costs (6400)	6400	\$	\$	\$	
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	\$70,640	\$	\$70,640	
Total direct costs:			\$99,860	\$	\$99,860	
Percentage% <u>indirect costs</u> (see note):			N/A	\$	\$	
Grand total of budgeted costs (add all entries in each column):			\$99,860	\$	\$99,860	

Administrative Cost Calculation

Enter the total grant amount requested:	\$99,860
Percentage limit on administrative costs established for the program (15%):	× .15
Multiply and round down to the nearest whole dollar. Enter the result.	
This is the maximum amount allowable for administrative costs, including indirect costs:	\$14,979

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 205-905

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	\$
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	\$
62XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be completed by ESC only when ESC is the applicant. Check all that apply:	\$
	<input type="checkbox"/> Salaries/benefits <input type="checkbox"/> Other:	
	<input type="checkbox"/> Networking (LAN) <input type="checkbox"/> Other:	
	<input type="checkbox"/> Computer/office equipment lease <input type="checkbox"/> Other:	
	<input type="checkbox"/> Building use <input type="checkbox"/> Other:	
	<input type="checkbox"/> Copier/duplication services <input type="checkbox"/> Other:	
	<input type="checkbox"/> Telephone <input type="checkbox"/> Other:	
	<input type="checkbox"/> Administrative <input type="checkbox"/> Other:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$

Professional Services, Contracted Services, or Subgrants Less Than \$10,000

#	Description of Service and Purpose	Check If Subgrant	Grant Amount Budgeted
1	Contracted maintenance agreements –100 devices = \$21 per device	<input type="checkbox"/>	\$2,100
2	Verizon contracted Device Management for remote usage management and repair (\$41/student)	<input type="checkbox"/>	\$2,460
3		<input type="checkbox"/>	\$
4		<input type="checkbox"/>	\$
5		<input type="checkbox"/>	\$
6		<input type="checkbox"/>	\$
7		<input type="checkbox"/>	\$
8		<input type="checkbox"/>	\$
9		<input type="checkbox"/>	\$
10		<input type="checkbox"/>	\$
b. Subtotal of professional services, contracted services, or subgrants less \$10,000:			\$4560

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000

Specify topic/purpose/service: Residential Internet Service		<input type="checkbox"/> Yes, this is a subgrant
Describe topic/purpose/service: Residential Internet access for students – Verizon wireless access (\$411/ 3GB data plan/60 devices – 15 month contract – bundle includes MiFi)		
1	Contractor's Cost Breakdown of Service to Be Provided	
	Contractor's payroll costs	# of positions:
	Contractor's subgrants, subcontracts, subcontracted services	
	Contractor's supplies and materials	
	Contractor's other operating costs	
	Contractor's capital outlay (allowable for subgrants only)	
Total budget:		\$24,660

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Schedule #8—Professional and Contracted Services (6200)

County-District Number or Vendor ID: 205-905

Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)

2	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
3	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
4	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
5	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	

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Schedule #8—Professional and Contracted Services (6200)

County-District Number or Vendor ID: 205-905

Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)

6	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
7	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
8	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$	
a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:		\$	
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:		\$4560	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$24,660	
d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		\$	
(Sum of lines a, b, c, and d) Grand total		\$29,220	

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #11—Capital Outlay (6600/15XX)

County-District Number or Vendor ID: 205-905

Amendment number (for amendments only):

15XX is only for use by charter schools sponsored by a nonprofit organization.

#	Description/Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669/15XX—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX/15XX—Technology hardware, capitalized				
2	Computers on Wheels Mobile Unit (20 laptops)	5	\$14,128	\$70,640
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX/15XX—Technology software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX/15XX—Equipment, furniture, or vehicles				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life				
29				\$
Grand total:				\$70,640

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 205-905

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:

Category	Number	Percentage	Category	Percentage
African American		N/A	Attendance rate	%
Hispanic		N/A	Annual dropout rate (Gr 9-12)	NA
White		N/A	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	N/A
Asian		N/A	TAKS commended 2011 performance, all tests (sum of all grades tested)	N/A
Economically disadvantaged		%	Students taking the ACT and/or SAT	N/A
Limited English proficient (LEP)		%	Average SAT score (number value, not a percentage)	N/A
Disciplinary placements		%	Average ACT score (number value, not a percentage)	N/A

Comments

In 2010, our district was awarded a Texas Literacy Initiative grant. The grant focuses on teacher effectiveness including providing professional development and instructional coaching for teachers of Reading and English Language Arts courses at all grade levels. ELA scores have increased from 58% passing to 75% passing in two years of grant implementation. The passing rate for Math, Writing, Science, and Social Studies have not improved during the same time period and range from 61 to 69 percent passing. Low passing rates have a negative effect on the number of student graduating from high school. 9.5% of all Odem High School students drop out between 9th and 12th grade. Only 87.3% of students graduate with their cohort. Low achievement also has a negative effect on the number of students prepared for postsecondary education. According to PEIMS, only 7% of Odem High School graduates meet standards on Texas Success Initiative exams and are eligible to enroll in college. It is evident that students are not prepared in elementary and junior high school to pass rigorous high school courses and high stakes exams. The TLP will be used to address student achievement in the content area of Math. The use of technology will transform teaching and learning in grade 4-8 math classes to prepare students to be successful in Algebra 1. OEISD data shows students who pass Algebra I by 9th grade are successful in subsequent high school math courses and graduate from Odem High School.

Part 2: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public						82	85	97	66	86					416
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:						82	85	97	66	86					416

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Schedule #13—Needs Assessment

County-district number or vendor ID: 205-905

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The ODEM-Edroy ISD Board of Trustees sets goals for student learning at the beginning of each school year. To determine progress toward meeting these goals, the OEISD Superintendent leads the District Improvement Team (DIT) and Campus Improvement Teams (CITs) in conducting a comprehensive needs assessment at the conclusion of each school year. The Education Service Center, Region 2 has provided technical assistance to our district over the past three years in conducting the annual comprehensive needs assessment.

Step 1: Establish trends in data - Texas Education Agency resources including Public Education Information Management System data, TEA Accountability System AEIS data, TEA Academic Performance Report, State Accountability Data Tables, and Federal Accountability Data Tables are used in the needs assessment. Data is also gathered from: benchmark and curriculum assessments, STAAR and EOC reports, progress reports, report cards, attendance at the student and grade level, tardy reports, educator observations, parent attendance at school events, parent complaints, surveys, current staff development evaluations, and other appropriate information sources. Using the information from these sources the DIT and CIT identify trends in the data to:

- Define problems at the district and campus levels;
- Establish the cause of the problem;
- Prioritize needs based on the analysis of the cause of the problem.

Step 2: Establishing Priorities Aligned to Board Goals - The goals of the Board of Trustees establish the desired outcomes for students in OEISD. The problems identified and the root cause of each problem is compared to the desired outcomes to determine priorities for school improvement. These targeted needs become the basis of the District and Campus Improvement Plans. In 2013-14 our board has determined improving math achievement for students in grades 4-12 to be a priority for our district. They further targeted the grade levels leading up to grade 9 as priorities since passing Algebra 1 during the freshman year is a key factor in high school graduation and college entrance.

Step 3: Setting Annual Goals - Goals to meet each targeted need are set. These annual goals reflect the progress the campus and district hope to make in one year towards closing the gap and increasing performance for each identified need. The goals are then prioritized based and used as the framework of the District and Campus Improvement Plans. The OEISD Board of Trustees set the goals of improving math achievement for students in grade 4-12 to promote graduation with the learner's cohort and college readiness.

Step 4: Dissecting Annual Goals to Determine Strategies and Interventions - With the guidance of the ESC, the teams consider the most effective strategies to address identified needs and make progress toward goals. Approaches to be considered are based on how children learn, successful interventions, district philosophies and successes concerning staff development, as well as, scheduling and budget components. Objectives, strategies, personnel, and materials are outlined for each goal. In addition, a timeline of short term goals is developed to enable monitoring of implementation and corrective feedback. In this way, the improvement plans become the road map for addressing areas of low performance and addressing identified needs. For the current school year, the board has targeted the use of digital materials to provide relevant and real-world examples of concepts, skills, and applications to improve achievement in all subject areas with a focus on mathematics.

Step 5: Evaluating and Making Adjustments to the Plan - An important part of an effective improvement plan is the allowance for flexibility and adjustments to the plan as data reveals the need to make corrections. The school improvement plans serve as a basis for faculty and school leadership to change school and classroom practices. The DIT and CIT meet four times each year to monitor and adjust school improvement goals and activities in the following ways: use the baseline data to determine growth in areas of need and areas that are strengths; monitor changes in data to make decisions about timelines for each goal; and incorporate data-based needs into 90 day action plans and annual campus improvement plan. Through this site based process, the teams will monitor the program, make revisions, and evaluate success.

The Technology Lending Program grant plan was developed to meet the priorities set by the district Board of Trustees based on district and campus needs assessments. Through the site based school improvement process, the teams will oversee all aspects of the grant including monitoring progress, making revisions based on data and feedback, and evaluating success based on these OEISD priorities.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 205-905

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Demographic data indicates 65.1% of OEISD students are economically disadvantaged (ECD). There is an achievement gap between children from low income families and the general student population. 63% of the ECD learners met standards on all STAAR tests in 2013 compared to 71% of the general student population. Lowest scores were realized in Math. There is a need to provide students from low income homes with 21 st century technology tools to eliminate achievement gaps.	The technology lending program will be implemented to loan low income students personal, portable wireless laptops that provide access to electronic mathematics textbooks, instructional software programs, and online educational resources for students in grades 4-8. This will bridge the digital divide between economically disadvantaged learners and the general student population and enable all learners to engage in meaningful learning supported by modern digital tools at school and at home to improve math achievement.
2.	OEISD uses the Instructional Materials Allotment, general funds, and Texas Literacy Initiative grant funds to purchase tech equipment, instructional materials, and related services. Computers on Wheels, interactive digital projectors, as well as, computers and printers for labs are currently being purchased. Funds are not sufficient to provide 1:1 devices. There is a need to purchase personal computers for targeted subjects and grade levels.	Implementation of the grant will enable OEISD to purchase portable laptops and establish a technology lending program. Hewlett Packard (HP) laptops will be purchased bundled with Window 2008 operating system and Microsoft productivity software. The school will also develop a Technology Lending Agreement to be signed by parents and students, purchase insurance, and procure a maintenance agreement to assure the equipment is maintained through its useful life.
3.	The OEISD Board of Trustees has targeted the use of digital materials in the classroom to provide relevant, real-world learning for our students. The new math, science, and technology applications textbooks for 2014 include digital textbook choices that the campuses would like to adopt. There is a need to review and revise OEISD curriculum and instruction to make the use of electronic devices and resources part of teaching and learning.	Implementation of the grant will provide electronic tools to integrate technology into curriculum and instruction. Campus textbook committees will meet in the spring of 2014 to determine the digital textbook to be adopted for the subject area of Math in targeted grade levels 4-8. The OEISD curriculum and instruction department will meet four times each year of the grant period to integrate the use of the electronic textbook and instructional resources into curriculum documents and the scope and sequence.
4.	Each OEISD campus has 2 dedicated computer labs and 1 set of Computers on Wheels to provide technology access. Because teachers and students do not have 1:1 computers in the classroom, they cannot integrate digital content and learning programs into daily teaching and learning. There is a need to create a system for sharing the technology that is designed to place lending technologies in the hands of teachers and students based on targeted subject areas and achievement scores.	Implementation of the program will ensure that students have dedicated access to a personal technology device through a check-out program. Existing Nooks and HP laptops personal technology devices at participating campuses will be used to provide additional computers for home checkout. A systematic process for students to check out equipment, and a process for teachers to coordinate the sharing of lending equipment will be implemented based on prioritized criteria to provide equitable access.
5.	Students who check-out personal technology devices need access to the Internet at school and home. OEISD has the appropriate wireless network to handle 1:1 devices. Home surveys indicate there is no Internet access available at home for 19% of students in grades 4-8. There is a need for the school district to cover the costs of providing access and technical assistance to enable students to access online educational resources.	Implementation of the program will ensure students have Internet access at home. Because OEISD serves several small and isolated towns and many students of poverty live in homes in the country, Internet services are difficult to access. Our school will work with the largest Internet Service Provider in our region, Verizon, to provide residential service and technical assistance. Working with OEISD, the company has developed a "grid" of service coverage that includes the residential homes of targeted learners.

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Schedule #14—Management Plan

County-district number or vendor ID: 205-905

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	Superintendent is a full time certified administrator with excellent team building skills, knowledge of state law and school policy, and grant management. Experience in directing TEA grant programs based on Campus and District Improvement Team input. Responsible for oversight of planning, implementing, and evaluating Tech Lending Program grant. (.05 FTE grant)
2.	Project Coordinator	Director of Technology is a full time administrator with experience in network administration and supervision of teams of technicians; Responsible for technology purchase, installation, and support of 1:1 devices, OEISD network, and residential service. (.5 FTE grant)
3.	Technicians	Full time technician with expertise and proficiency in installing, configuring and supporting a wide variety of computer, networking and operating systems technologies used in the day-to-day operations of the school. Responsible for supporting district and technical issues.
4.	Instructional Technologists	Full time certified teacher at each participating campus serving as an Instructional Coach who has excellent content knowledge, instructional coaching abilities, and technology use and integration training. Responsible for coaching/co-teaching activities and basic technology troubleshooting.
5.	ESC Consultant	Education Service Center, Region 2 consultants contracted to provide training in the development of school policies to promote successful 1:1 technology integration. Responsible for consultation in development of check-out system, lending agreement and other policies associated with TLP.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Loan low income students personal laptops to improve math achievement	1. Identify low income students with achievement gaps	10/01/2014	10/03/2014
		2. Identify grade levels with low math achievement	10/01/2014	10/03/2014
		3. Identify math teachers successful w/ at-risk students	10/01/2014	10/03/2014
		4. Identify math teachers with technology skills	10/01/2014	10/03/2014
		5. Implement TLP plan to improve math achievement	10/01/2014	10/03/2014
2.	Purchase personal devices and establish a lending agreement	1. Purchase personal laptops for math grade 4-8	10/01/2014	10/10/2014
		2. Purchase insurance and maintenance agreement	10/01/2014	10/10/2014
		3. Upload network and educational software	10/13/2014	10/17/2014
		4. Conduct ESC training in development of policies	10/01/2014	10/10/2014
		5. Create Technology Lending agreement	10/01/2014	10/10/2014
3.	Revise curriculum and instruction to include technology tools	1. Conduct training on integration of digital textbook	10/06/2014	10/17/2014
		2. Revise curriculum docs and scope and sequence	10/06/2014	10/31/2014
		3. Revise teacher evaluations to include 1:1 tech use	10/06/2014	10/31/2014
		4. Conduct training on using instructional programs	11/03/2014	11/28/2014
		5. Conduct co-teaching & coaching on tech integration	12/01/2014	05/30/2016
4.	Provide access through a checkout system based on targeted needs	1. Create prioritized sharing/lending check out	11/03/2014	11/07/2014
		2. Develop check out policy for district	11/03/2014	11/07/2014
		3. Barcode laptops using Follett system (library)	11/03/2014	11/07/2014
		4. Identify person in charge of check-out	11/03/2014	11/07/2014
		5. Checkout laptops using Follett system	11/10/2014	08/31/2016
5.	Provide Internet access at school and home	1. Carry out home survey to determine home access	10/01/2014	10/10/2014
		2. Interview and select Internet service provider	10/01/2014	10/10/2014
		3. Purchase equipment to enable wireless hotspot	10/13/2014	10/17/2014
		4. Install ISP software on personal laptop	10/13/2014	10/17/2014
		5. Purchase service contract for targeted students	10/13/2014	10/17/2014

Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 205-905

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In the spring of each school year, the Board of Trustees sets goals for the upcoming school year based on the district needs assessment which identifies performance gaps and assesses campus needs using performance data from Texas Education Agency student performance reports. A committee, the District Improvement Team (DIT) is responsible for putting the board goals into action. The DIT consisting of parents, educators, administrators, community members and educational partners uses the Site Based Decision Making (SBDM) process to develop school improvement initiatives. Using the TEA mandated SBDM strategy, the team studies state and federal academic standards and accountability requirements, and evidence based strategies for improvement. The leaders then create a District Improvement Plan that outlines objectives, action steps, personnel, and materials for achieving the board specified goals. The Superintendent and Board of Trustees have the final approval on all initiatives recommended by the District Improvement Committee.

The District Improvement Team meets multiple times each year. During meetings, data and feedback is presented. The team uses the information to adjust activities, performance targets, and timelines at each meeting. Reports of progress toward meeting goals including adjustments and changes to the plan are presented at Board meetings and published in the board minutes. The minutes are posted after each meeting on the district website. Board reports are also communicated to district leadership at weekly meetings. In this way, district progress is reported to the board, as well as, the community and the school.

OEISD will implement the Technology Lending Program through the District Improvement Committee using the site based decision making process. In this way, stakeholders will not just be informed of the plan, but will be part of each phase of planning, implementation, and evaluation.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

OEISD is a high expectation, high achievement school district. We are implementing several projects that focus on providing curriculum, instruction, and resources for our students to improve academic achievement and graduation rates, and, ultimately, increase college enrollment. These school improvement initiatives are closely related to the objectives of the planned TLP initiative: (1) Achievement: A Texas Literacy Grant award in 2010 made it possible for our campuses to hire instructional coaches for English Language Arts and Reading to implement best practices in the classroom and to purchase Computers on Wheels and instructional technology programs to support and enhance teaching and learning. As a result of the initiative, the percentage of students meeting state standards on STAAR in ELA is 10 percentage points higher than other tested content areas for all grade levels. The Technology Lending Program will enable our district to extend the successful model to the content area of math for grade levels 4-8. The instructional coaches who are employed to work across subject areas, have been highly trained over the past 3 years to support implementation of the model. These campus leaders will support math teachers during the project period; (2) Quality Educators: The district has recently been awarded an Educator Excellence Incentive Award grant. The program includes improving OEISD recruiting and hiring strategies. The program will utilize a recently developed website to publicize employment applications to increase the number of highly qualified teachers in our district. Through the grant, the OEISD application and interview process will be revised to ensure teachers have the training and expertise needed to implement district initiatives. Based on TLP objectives, training and experience in technology use and integration will be added to the application as targeted qualifications. (3) Evaluation Systems: OEISD is in the process of providing professional development in the use of the Texas State Data System GPS dashboard. The system will enable educators to access real-time information to be used during common data analysis and lesson planning sessions to improve instruction. The training will include the use of technologies in the classroom to target student needs and provide appropriate classroom and intervention instruction. OEISD's commitment to the goals of the Technology Lending Program is evident in the school improvement initiatives that are currently being implemented in the district. Lessons learned during the implementation of each project will definitely guide development and implementation of a successful grant program.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 205-905

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	# and % change in students math achievement due to TLP, STAAR Scores	1.	Number of technology devices purchased through TLP
		2.	Ratio of technology devices to students needing devices grades 4-8
		3.	# and % students demonstrate proficiency Math and Tech Apps
2.	# and % change in students with a personal tech device, Campus Facilities Report	1.	Number of technology devices purchased through TLP
		2.	Ratio of technology devices to students needing devices grades 4-8
		3.	Number of targeted content areas with 1:1 technology access
3.	# and titles of curriculum, courses, and digital resources, Campus Curriculum Documents	1.	# of restructured curriculum docs and accessible electronic resources
		2.	# and names of courses using digital content on participating campus(es)
		3.	# and titles of digital materials used within courses as part of the TLP
4.	# and % of electronic devices checked out through TLP, Follett Reports of Check-out	1.	# and % of students who checked out a device by grade level
		2.	# and % of teachers who leveraged 1:1 devices for classroom instruction
		3.	# and % of teachers who leveraged electronic instructional materials in TLP
5.	# and % change in students with Internet access at home due to TLP	1.	# and % of eligible econ. disadv. students participating in the TLP
		2.	# and % of eligible econ. disadv. students with Internet access in homes
		3.	# and % of all students utilizing Internet access in homes

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Program-level data: The Superintendent will monitor project activities throughout the project period to determine the extent to which the activities of the project were implemented as planned. The grant administrator will create a TLP calendar depicting District Improvement Team (DIT) meetings, professional development training, technology purchases, Internet installation, District and Campus Technology Planning meetings, and student achievement celebrations. The Superintendent will insure documents including the Technology Lending Agreement and Check-Out policies are documented and placed on the agenda of Board of Trustees meetings for approval. A TLP sign-in sheet will be provided at each meeting or event. The District Improvement Team will meet as needed during the first months of the grant program to plan the program including developing a grant framework that includes goals and objectives correlated to a timeline of activities and events. Each quarter, the DIT team will determine progress toward implementation of activities using the framework. The timeline and activities will be revised each quarter as necessary based on feedback. This will allow problems to be identified and addressed in a timely manner.

Student-level academic data: The Superintendent will work with the Director of Technology to create an evaluation checklist depicting student performance results to determine the impact of the project activities on the participants. The evaluation table will include the program objective, evaluation method and tools, the indicator of success, and data collection dates. Instructional Coaches will work with educators to analyze formative data at common planning meetings. Benchmark data will be collected analyzed at the end of the fall semester using Texas State Data System GPS reports. District leadership team will graph student benchmark scores by grade level and campus achievement for each content area and for the targeted economically disadvantaged student group. Decisions will be made to revise grant milestones and strategies based on the data. This will allow student achievement concerns to be identified and addressed in a timely manner.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 205-905

Amendment # (for amendments only):

Statutory Requirement 1: Applicant must describe how it will use funds to implement or enhance a technology lending program to loan students the equipment necessary to access and use electronic instructional materials. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Odem-Edroy ISD proposes to implement a technology lending program to loan low income students Hewlett Packard laptops with wireless Internet capabilities and residential Internet service. **Math Classes:** The planning team decided to implement the lending program in grades 4 through 8 math classes to meet the District Improvement Plan student achievement goals for improving passing rates in the foundational subject of math. Improving passing rates in Algebra I is our target course because data indicates passing this course is a key predictor of high school graduation and college entrance. To meet this goal, the team determined we will work with the grade levels that build the foundation of algebraic reasoning—grade levels 4 through 8. The laptops will empower 416 students enrolled in these grade levels at Odem Elementary and Odem Junior High School to use digital math textbooks to build mathematical concepts, apply principles to solve problems, and formulate new ideas during class. Through technology, each mathematics teacher will check out a mobile cart of computers to be used during class. Using the device, teachers will be able to integrate real-world examples of concepts into lessons to improve mastery of content. Using digital textbook resources, students will learn to visualize and manipulate mathematic relationships and solve problems in virtual environments. The lending program grant funds will be used to purchase the laptops. Because each student at the campus is enrolled in math, all learners will have access to a personal device during the school day. Lending program laptops will be the property of the district and a maintenance agreement and insurance will be purchased through grant funding. OEISD will install wireless access points in math classrooms in grades 4-8 to ensure all students can access online content and resources at the same time. General funds designated to provide Infrastructure for technology will be used for this infrastructure upgrade.

Residential Use: In our district, data analysis meetings are held at the beginning of the school year and each nine weeks of school to determine the individual learning needs of each student. Educators use DMAC, Compass, and Achieve 3000 electronic reports to analyze benchmark data, determine targeted Student Expectations (SEs), and create a personal learning path for each student. Educational research indicates struggling students need extended time in class content to master grade level content. OEISD home surveys indicate economically disadvantaged learners in our region do not have access to technology based learning tools and online resources beyond the walls of the school. At this time students have limited access to the programs at school and no access at home. TLP funds will be used to purchase laptops to be checked out to students from low income homes who are struggling in math. The students will use lending program laptops to access Compass, Waterford Math, and Achieve 3000 learning programs and Study Island test preparation programs. Each program can be programmed to provide interactive tutorials, guided practice, and interactive games in skills targeted by the needs assessment to activate learning and bridge gaps. These programs have been purchased with Texas Literacy Initiative grant funds and the OEISD Teaching and Learning Budget. In addition, students will use the laptops to access online textbook resources to promote mastery of grade level content including step-by-step web math videos for homework help, interactive games and simulations that provide practice for math facts, and real time tutors that provide instant answers for math questions. At this time laptops are not available for checkout. TPL grant funds will be used to provide personal laptops for low income learners to check-out devices for home use. All software applications and textbook resources require Internet access. To ensure students in low income households have Internet access, lending laptops will be equipped with Verizon MiFi. These devices provide a mobile 'hotspot' that allows the student to access the Internet on the Verizon 4G LTE cell phone network. TPL grant connectivity funds will be used to purchase residential service contracts. Providing access to learning resources 24/7 to students who do not have computer or Internet access in their home will bridge the digital divide and give all students the tools to learn and to excel. **Technical Support:** Responsible and productive technology use is key to the success of the initiative. Since the student and their families are new to using personal computers with wireless access in the home, each campus will present a mandatory meeting for families to introduce the lending program. The class will introduce computer use, responsible handling of the device and maintenance, and Internet etiquette. Because the families will need support at home, Verizon will provide webcasts and blogs for families throughout the project period. Each student and family member will sign the Technology Lending Agreement which includes responsible use policies and checkout procedures at the end of the class before checking out a computer. Students who have passed the Digital Citizenship strand of the Technology Applications TEKS will be eligible to check out a computer and the Lightspeed filter will be installed on all laptops to monitor appropriate use. All technical support will be provided through the vendor or by OEISD faculty and staff at no additional cost to the district. **Conclusion:** Combining the materials bought through a variety of funding sources will enable us to meet our goals. The use of digital resources will ultimately close achievement gaps between students from low income homes and the general student population.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 205-905

Amendment # (for amendments only):

Statutory Requirement 2: If the applicant has already purchased, or is also purchasing, lending equipment through other funding sources such as the Instructional Materials Allotment, the applicant must describe how equipment from all funding sources will be used in a cohesive manner to support efforts to ensure students have dedicated access to a technology device. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The OEISD Technology Committee is overseen by the Superintendent and comprised of the Technology Director, Technician, Business Manager, Curriculum Director, principals, teachers, and students. Campus information is gathered from the committee including:

- a. Principals: Classroom observations, PDAS evaluations, and teacher lesson plans;
- b. Teachers: annual electronic assessments of grade level Technology Application skills and STaR Charts;
- c. Students: student projects,
- d. Technology staff: computer inventory, Internet Access, computer use trends, and software use trends;
- e. Technology Director: STaR chart, and
- f. Outside Consultants: Audit of network and technology operations

All information is presented by the Technology Committee for review. Using the information, the committee sets goals. The committee also sets objectives, activities, and timelines for purchasing hardware and digital resources, and implementing hardware systems and software applications to meet the Technology Plan goals. One of the main goals of the Odem-Edroy Technology Plan 2012-2015 is to provide a 1:1 student to computer ratio that enables all students to effectively use computers, electronic presentation software and other appropriate equipment and software to engage in real-world learning and produce grade appropriate technology projects.

Funding Sources for Lending Technologies: OEISD coordinates district funds including the Instructional Materials Allotment, Teaching and Learning Budget, Educator Preparation and Development Budget, Leadership, Administration and Support Budget, and the Infrastructure for Technology Budget to make technology purchase. Funds from these sources have been utilized to equip classrooms with:

- ✓ a minimum of four student workstations,
- ✓ a teacher computer
- ✓ a digital projector, and
- ✓ document camera.

The funds have also been used to provide two computer labs located on each campus and one mobile Computer on Wheels (COW) on each campus. Teachers use a weekly schedule to gain student access to the computer lab. Each teacher is allotted three times per week for students to visit the lab to use computer tools and resources. The mobile COWs consist of 25 Hewlett Packard laptops with Windows 2008 operating systems and Microsoft Office productivity software stationed on a cart with wheels. COWs enable teachers to check out the cart during the school day to provide students 1:1 access to productivity programs, learning applications, and online resources. Classroom workstations, computer labs, and mobile computer labs have improved the student to computer ratio. However, there are not enough computers available to check out for use at home at this time and only the COW laptops are available for checkout to students. Because of the increased use of technology devices in each classroom, OEISD is using general funds to upgrade the existing wireless infrastructure. The existing system has capabilities to connect one device per student but is not sufficient to provide 1:1 Internet and network access for multiple devices in the classroom.

Equipment and Resources Used in a Cohesive Manner: In OEISD, the use of electronic learning programs has been successful in improving student engagement and achievement. This has increased the need for personal access to a device and the Internet. OEISD is maximizing funds from all resources to meet the Technology Plan goals. In 2010, the district was awarded a Texas Literacy Initiative grant. For the past three years, funds have been utilized to purchase a set of Computers on Wheels (COW) for the Odem Elementary and Odem Junior High campuses, Nook eReaders to promote reading across content areas, software program licenses, and professional development training.

Funds are Insufficient to Provide Dedicated Access: Even though we are making great gains in the use of personal computers, there are not enough existing devices at campuses to provide 1:1 computing for our students. At this time, there are two computer labs and two COWs on each of the OEISD campuses participating in the Technology Lending Program - Odem Elementary and Odem Jr. High School. This means that approximately 30% of the students at each participating campus can access technology during the day. Additionally, COW devices are loaned to classrooms during the day. There are no systems or policies in place for students to check out computers to have anytime anywhere access to a computer and associated learning resources. The proposed Technology Lending Program will enable our district to create a cohesive plan that combines technology funds from each funding source to maximize purchases and increase the number of students who have dedicated access to a laptop and Internet service at school and home.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 205-905

Amendment # (for amendments only):

TEA Program Requirement 1: Applicant must describe how the lending program aligns with existing mission and goals of the public school district or open-enrollment charter school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The District Improvement Committee met in the spring of 2014 with the Technology Committee to plan the OEISD Technology Lending Program. The team utilized goals of the state, district, and campus in the plan to meet the needs identified and goals set by site based teams:

- Long Range Plan for Technology 2006-2020 (LRPT): The team researched the state LRPT to recommend students are loaned access to relevant technologies, tools, resources, and services for personalized learning 24 hours a day, 7 days a week (24/7). This led to the lending program goals of purchasing laptops equipped with wireless Internet capabilities and providing residential Internet access to low income learners. STaR Chart results were used to determine current progress of each campus toward meeting LRPT goals.
- District Improvement Plan: The District Improvement Plan mission and goals were used as a framework to determine grant goals for student achievement and educator professional development.
- District Technology Plan: The team reviewed technology needs as well as objectives, and activities of the OEISD Technology Plan 2012-15 to integrate technology skills for teaching and learning into grant goals and objectives. Technology Application TEKS were used to develop objectives, critical success factors, and milestones.

The OEISD Technology Lending Program integrates the goals of the state, district, and campus to promote the use of personal technology devices to engage students in problem solving and create products. The result is an innovative model that provides low income learners with high tech tools to promote achievement, high school graduation, and entrance into college and a 21st century career.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 205-905

Amendment # (for amendments only):

TEA Program Requirement 2: Applicant must describe how it will prioritize campuses with the highest need for a technology lending program. Applicant must also describe how it will ensure access to lending equipment and residential access to the Internet among students who have the greatest need. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Each spring, the OEISD District Improvement Team (DIT) consisting of school board members, educators, staff, parents, students, and community representatives meets to review data and set goals for the following year. Under the direction of the Superintendent, the team drafts a District Improvement Plan (DIP) including goals, objectives, strategies, personnel and resources required to implement positive change. The plan created for the 2013-14 school year was reviewed by the DIT to identify needs and to develop each of the goals of the grant program. The comprehensive needs assessment of the plan was used to prioritize campuses with the highest need for the technology lending program.

Prioritizing Campuses Based on Greatest Need: The OEISD 2013-14 comprehensive needs assessment indicates Odem-Edroy ISD serves 1067 students on 3 Title I campuses, Odem Elementary (grades PK-5), Odem Junior High School (grades 6-8), and Odem High School (grades 9-12). 2013 PEIMS data shows less than 70% of OEISD learners met state standard on all tests of the STAAR assessment with the lowest passing rates in mathematics for grades 4-12. Low passing rates in this content area contributed to only 87% of students graduating with their cohort from high school, and only 7% meeting standards on a TSI exam for college entrance. Once the subject area was determined as mathematics, the DIT analyzed STAAR scores over the past six years at each grade level to determine the campuses to target for the Technology Lending Program. The results of the analysis revealed:

- ✓ each year 25-40% of all OEISD learners do not pass the math section of STAAR in grade 4;
- ✓ the gap in achievement widens throughout elementary and junior high school,
- ✓ by 9th grade, 40-45% of all learners do not pass the Algebra I End-of-Course exam, and
- ✓ learners who do not pass Algebra I by the end of 9th grade do not graduate from high school with their cohort ; or pass the math section of the college entrance exams.

Based on the analysis of data, the District Improvement Team outlined a plan for improvement of math achievement in grades 4-8 to increase the number of students passing Algebra I, II, Geometry, and College Algebra. To meet the educational goals developed by the team, the OEISD Technology Lending Program Grant will focus on providing personal laptops with school and residential access to math content and application at Odem Elementary in grade levels 4 and 5, and at Odem Junior High in grade levels 6-8.

Lending Technology to Students Based on Greatest Need: OEISD is a small, isolated district located in south Texas that serves the Odem and Edroy communities. US Census data reveal the average family income in the region is \$33,190. This is almost \$20,000 less than the state average. Students who do not have educational opportunities and resources at home, generally, do not perform well on tests in school. This is true in Odem-Edroy ISD. There is an achievement gap between students from low income households and the general school population. Only 63% economically disadvantaged learners met standards on STAAR in 2013 compared to 71% of the general school population. The highest gaps are seen in the content area of math where 57% of learners met state standards on the Algebra I End-of-Course exam. Low income families at each campus were sent a memo asking them to report on the technology resources available in the home. The survey indicates these families have access to cell phones, but that they do not have laptops or Internet service at home. Digital textbook content and educational software programs such as Compass and Achieve 3000 cannot be accessed using a cell phone. To ensure all learners have access to educational resources at home and school, the OEISD Technology Lending Program grant will target economically disadvantaged students who did not pass math in grade levels 4-8 and do not have access to a computer or the Internet in their home. The participating campus must have at least 40% economically disadvantaged students using the 2011-2012 Academic Excellence Indicator System (AEIS) Campus Reports data from the Public Education Information Management System (PEIMS) and have a Developing or higher Level of Progress in their Texas Campus School Technology and Readiness (STaR Chart) for the 2012-2013 school year in the areas of Teaching and Learning and Educator Preparation.

By focusing on economically disadvantaged learners who did not pass STAAR math at grade levels 4-8 in Odem Elementary and Odem Junior High School, we will lend technology to the students who have the greatest economic and academic need.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 205-905

Amendment # (for amendments only):

TEA Program Requirement 3: Applicant must describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

OEISD will utilize a well-structured system of site based management to ensure the Technology Lending Program (TLP) aligns with current curriculum, instruction, and classroom management at each participating campus.

Curriculum and Instruction: OEISD will utilize a well-structured system of site based management to ensure the Technology Lending Program (TLP) aligns with current curriculum and instruction at each participating campus.

• *Setting goals as a framework.* The District Improvement Team comprised of educators, parents, and community members met in the spring of 2014 to develop a grant plan based on the district's goals and objectives for school improvement. Because on the grant's focus on technology, the Technology Committee was also involved in planning meetings. The teams utilized the District Improvement Plan and the OEISD Technology Plan 2012-15 to develop the goals and objectives for the grant program. The district relied on the Campus Improvement Team comprised of the principal, teachers, parents, students, and staff at the campuses to develop the TLP implementation plan. The campus-based team utilized campus STaR Chart information to develop strategies and timelines for TLP implementation. The use of site based committees to develop the TLP grant plan ensures innovative and creative programs meet the goals of the district and also fit into the existing curriculum, instruction, and classroom management structures of the campus. If awarded, the Technology Lending Program goals and objectives will be added to the 2014-16 District and Campus Improvement Plans.

• *Enabling leadership.* The Odem Elementary and Odem Junior High School Campus Improvement Teams are led by strong principals who exercise leadership by mobilizing others. All parties will be expected to participate in grant implementation including attending professional development training in computer use and technology integration to effectively use 1:1 devices in math curriculum and instruction. During regularly scheduled Campus Improvement team meetings, principals will model technology use by using an electronic tool to present information, to engage educators in a learning activity, or to create a product using the application or device. In this way, principals will set expectations for teachers to use technology during instruction and create campus-wide ownership of the Technology Lending Program.

• *Focus on student learning.* TLP technology use is expected to have a positive and direct influence on teaching and learning. Technology devices and Internet connectivity will enable teachers to use and students to access existing digital textbooks, software applications, and Internet resources that are available at each campus. It will be the responsibility of the District Improvement Committee to monitor progress of the campuses in meeting teacher and student learning goals based on performance measures, objectives, critical success factors, and milestones. This information will be provided to the campus through the Campus Improvement Team. Formative evaluation will enable the district and campuses to address issues to teaching and learning, and to positively work toward the end goals.

• *Focus on adult learning.* Parents of students in this project will need new skills, assistance, and practice in using new technologies at home to be active participants in their child's learning. Each campus will set up parent training based on the existing structures for parent involvement. For example, Odem Elementary will utilize Parent Teacher Organization (PTO) meetings and parent notes to advertise training. In Odem Junior High, the meetings will be advertised through the campus newsletter and website. At each campus, parent trainings will be mandatory and held in conjunction with Technology Lending Agreement meetings.

Classroom Management: The Campus Improvement Teams will work with the Technology Committee to revise or develop procedures and policies that will be used to manage classroom use and lending of personal technology devices. These documents including the Technology Lending Agreement, Responsible Use of Technology policy, and TLP Checkout Policy will be revised or developed to focus on the collective interests of the parties. The teams will ensure the policies reflect school goals and direction, campus handbook guidelines, and established means of communication. The policies will be written to ensure equitable allocation of resources to campuses and students based on prioritized needs. OEISD utilizes site based management to ensure innovative programs are aligned with the existing goals of the district and the curriculum and instruction and classroom management practices of the campuses. Teams are composed of administrators, teachers, parents, students and community members to represent all key stakeholders in the planning, implementation, and evaluation process.

The District Improvement Team, Technology Committee, and Campus Improvement Teams have overlapping membership to provide a communication network that is critical to effective grant planning and implementation. It will be their responsibility to insure the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on participating campuses.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 205-905

Amendment # (for amendments only):

TEA Program Requirement 4: Applicant must describe how it is using electronic instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Odem-Edroy ISD proposes to implement a technology lending program to loan low income students Hewlett Packard laptops with wireless Internet capabilities. The computers will be purchased for 100 students in grade 4-8 classes at Odem Elementary and Odem Jr. High School. Each math teacher will check-out a set of computers to be used during class. Because each student at the campus is enrolled in math, all learners will have access to a device. In addition, laptops purchased through the TLP grant and the Texas Literacy Initiative grant program will become available for check-out daily by students to use at school and to take home through the Follett library barcode system. Providing a device for each student will meet the District Technology Plan goal of establishing a 1:1 digital computing environment to improve student engagement in learning and develop Technology Application TEKS. With Technology Lending Program Grant funding, the campus can move forward with the implementation of electronic instructional materials while ensuring access for students through loaned equipment for learning at school and at home. Our district proposes to use electronic instructional materials in lieu of traditional print instructional materials to incorporate technology infused math content and problem solving activities into grade 4-8 mathematics lessons. The instructional materials adoption for 2014 encompasses the curriculum areas of math and science, and technology applications. Grade levels 4-8 propose to adopt digital math and technology applications textbooks.

Electronic Materials for Classroom Instruction: In the classroom, the use of personal technologies with productivity software and Internet access will enable students to explore mathematical concepts. Through interactive lessons, learners will be encouraged to use textbook and online resources to practice and apply facts to solve problems, formulate new ideas, communicate and justify procedures, and defend the reasonableness of their answers.

Electronic Materials for Intervention Instruction: Each nine weeks, OEISD teachers disaggregate student benchmark data to determine student strengths and weaknesses in targeted foundational content areas of math and social studies. Based on the information, a specific learning pathway is created for each student. The district has purchased online electronic instructional programs to determine the student's level of skill in the subject area, provide differentiated instruction to support learning, and benchmark progress. The district currently utilizes the following software applications to promote learning in the foundational area of mathematics:

1. Waterford Early Learning Math and Science applications provide a complete continuum of instruction in a rich multimedia environment for learners in grades PK-2. The Internet based program includes easy navigation, scaffolded instruction, audio, and multimedia prompts to tailor learning to each student's individual learning needs and to ensure success;
2. Compass Learning Odyssey assesses a student's strengths and needs, and prescribes a personalized learning path complete with rigorous and engaging curriculum.

Each program offers OEISD educators customized reports to track and measure student, school, and district progress, as well as inform instructional decisions. Because the programs are Internet based and designed to provide differentiated instruction to meet the specific needs of individual learners, there is a need for each child to have access to personal computers and the Internet.

Our Texas Literacy Initiative grant program is a technology infused school improvement initiative that has resulted in our students making significant reading achievement gains on the STAAR assessment. Because of the grant program, Odem Elementary and Odem Junior High School have Instructional Coaches assigned to them through the literacy grant program. These coaches work with teachers throughout the week during training and co-teaching sessions to implement technology based instructional programs to:

- Improved classroom teaching through the use of innovative technologies that empower teachers to construct real world lessons and students to engage in learning;
- Intensive intervention using personal technology devices and research based instructional programs,
- Real time data to make curriculum decisions and inform instruction; and
- Teacher training in technology use and integration.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 205-905

Amendment # (for amendments only):

TEA Program Requirement 5: Applicant must describe professional development for teachers in the use of electronic instructional material that has already occurred or will occur within the first three months of the grant period (i.e., October 1, 2014-December 31, 2014) to be prepared for the grant implementation. Note: Any professional development that is provided within the grant period must be provided with non-grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

During the past two school years (2012-2014), Odem Elementary and Odem Junior High School teachers have attended professional development to incorporate the use of technology into teaching and learning. Over 60 hours of training conducted by the technology department in each of the areas targeted by the OEISD Technology Plan 2012-15 include:

Classroom Instruction	Intervention Instruction	Data Based Decisions	Classroom Management
Mimio Basic Training	Compass Reading/ Math	DMAC Refreshers	TX State Data System
Nook training	Achieve 3000 - Literacy	CPALLS Training (PK)	Electronic Gradebook
Powerpoint Training	Academy of Reading	TPRI Training (K-2)	Follett Library System

In addition to the training conducted as workshops for teachers and staff, the Instructional Coaches work with teachers during instructional planning periods to focus on classroom management, content planning, instruction, and assessment for learning. During planning, coaches will work with teachers to use the TPL Responsible Use and Check-out procedures to lend devices. Through the training, teachers will learn to clearly articulate expectations for student use of the devices at school and home. Educators will also learn to observe time on task to insure 90% of students are engaged in learning using the technology tools. The content planning workshop will teach educators to develop electronic learning pathways to be shared with students that illustrate the progression of learning to occur in the class and summarize the most important ideas to be explored. Planning sessions focusing on instruction will introduce teachers to 2 types of learning-mechanical and metaphorical learning. Mechanical learning is the understanding of content that is concrete and has a right or wrong answer. Metaphorical learning, often called constructivist learning, has no clear path. The training will provide information concerning locating productivity applications, software programs, and online lesson resources to provide differentiated instruction to meet the needs of all learners. Training will also include homework assistance and parent participation resources to include families in meeting their children's educational goals.

TEA Program Requirement 6: Applicant must describe how infrastructure is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The OEISD infrastructure is adequate to support students' anticipated use of devices provided through the grant at Odem Elementary and Odem Junior High School. Our district has built a solid enterprise technology infrastructure and maintains over 500 computing devices for student and teacher use at participating campuses. Included in our count are four computer labs. Odem Elementary has a computer lab with touch screen monitors and a mini lab for small group instruction. Odem Junior High School has two computer labs and one mobile computing unit of 25 computers. In addition, each campus has a video conference unit for classroom instruction and teacher training. Wide Area Network: The district maintains its own network services including CIPA monitoring and filtering which will be installed on lending devices. We are currently utilizing direct 20 Mbps access the Internet with both video and data. Our network supports 1 Gbps connection to the desktop, 1 Gbps fiber connecting all closet switches to campus main switch closets and 10 Gbps fiber between campuses and main switch room. Odem-Edroy ISD hosts its own Internet presence and we provide parents of our students' access to school information through the Internet. The district hosts our library web server and a Renaissance Learning server for elementary and junior high school campuses. In addition, the network provides access to outside resources including Compass, Achieve 3000, SRA Opencourt Reading, Techknowledge and Discovery Education. Wireless Infrastructure: Wireless access is a key component of the Technology Lending Program. OEISD has implemented a centralized secure wireless network for all rooms at all campuses. With the push to more outside resources, we have increased our bandwidth and moved to a more scalable service. Our wireless infrastructure allows for Internet access within all buildings and many common areas. We currently use Time Warner as the Internet Service Provider and support 2 wireless networks, one for district domain devices and another for individual or personal devices. For security reasons we have a different ISP for our public network. Although our network is mature, we are experiencing problems within our system due to increased use of personal devices. Due to the current problem and the proposed addition of lending technologies, OEISD will install access points in each elementary and junior high school classroom in the spring of 2014. If the grant is awarded, we will provide wireless 24/7 connectivity on laptops loaned to students through the purchase of Verizon residential service contracts and MiFi devices. The bundle will provide each laptop with a personal hotspot that connects wirelessly anytime and anywhere through the Verizon cell phone network.

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Amendment # (for amendments only):

TEA Program Requirement 7: Applicant must describe a plan for providing Internet access to the homes of students as needed. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Students who check-out personal technology devices may also need access to the Internet at their residence. The target is to ensure every 4th through 8th grade student needing technology has a device and has access to the Internet. The TPL grant will provide a Hewlett Packard laptop on a mobile cart for use in the classroom and checkout to students.

Eligibility to Receive a Lending Technology-Students will be eligible to check out a laptop based on established priorities:

- Economically disadvantaged with no computer or Internet access in the home,
- Struggling to pass grade level math course and/or math section of the STAAR assessment,
- Demonstrated grade level mastery of the Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills (TEKS).
- Attended lending program computer course that includes responsible use and maintenance of the device,

Equipment and Service Contracts-To enable anywhere anytime access to the Internet, lending device will be equipped with a MiFi device. The portable broadband devices provide a mobile 'hotspot' that allows the student to access the Internet on the Verizon 4G LTE cell phone network. The district will use TPL grant funds to contract with Verizon and provide residential service contracts for each device. Contracts will be issued in the name of the district for each lending device.

Technical Assistance-A component of the service contract will be Verizon technical assistance provided through phone and web conferencing for students and families using the residential services. The OEISD Technology Department will install software required to access the Internet. The MiFi router is connected through the USB port and requires no installation.

Responsible Internet Use- Each student and family receiving Internet service will be required to sign a Technology Lending Agreement that includes existing OEISD Responsible Use Policy and Checkout Procedures. The *Technology Lending Agreement* will provide that the Internet will be used solely for educational purposes by the student, address responsible use and care of the equipment, responsible use of the district's digital resources, and responsible use of the Internet.

TEA Program Requirement 8: Applicant must describe how technical support is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Technical support is important for families who will be using laptops to understand the logistics and the features of the laptop, software programs, and Internet services.

Day to Day Technical Issues: Students are part of a digital generation -- they have grown up with computers and technology in their lives and have expertise in using and navigating digital devices and tools. The OEISD Technology Lending Program will recognize students as a key component of technical assistance for peers, parents, and educators. By relying on students to troubleshoot daily issues, they will gain ownership for the project. All participants will be seen as respected peers who contribute to the success of the program.

Use of the Lending Device: Using the Technology Lending Agreement, families will indicate by signature that understand and will be responsible for the upkeep of the device following responsible use, checkout, insurance and maintenance guidelines provided in the document. The OEISD Technology Department will provide training at the mandatory Lending Program meeting before laptops are checked out to students. Training will cover each topic in the Agreement and families will be encouraged to express concerns and ask questions during the training. The staff will provide technical support for issues during the lending period using a parent portal on the district web site. Students will be required to attend the meeting and will serve as technical assistance for peers and parents.

Use of Internet Services:

Use of Software Programs: Both teachers and students need to be included in all aspects of the planning and implementation of a program that is expected to have a profound impact on teaching and learning

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 205-905

Amendment # (for amendments only):

TEA Program Requirement 9: Applicant must describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will be in charge of the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Grant Implementation/Administration: OEISD Technology Plan goal include purchasing computers to ensure each learner has access to digital textbooks, applications, and Internet resources at school and at home. Although we have been successful in increasing the number of computers available to students and teachers during the school day through adding computer labs at both participating campuses and a mobile cart of laptops at the Junior High campus, there are no computers available to students to take home at this time. The Technology Lending Program will enable our district to purchase additional portable laptops on mobile computing carts to be shared by teachers in grades 4-8, and laptops with wireless Internet access to be checked out by students for use at home. The goal of the program is to ensure that all students have equitable access to a personal technology device through a check-out program. The Technology Committee will meet in October 2014 to determine a ranking system of teacher and student eligibility to receive lending technology. The ranking system for teacher use will be based on established priorities for the subject area including teacher access to digital curriculum and instruction resources and STAAR passing rates. The ranking system for student use will be based on established priorities of technology access, financial need, and academic achievement.

Check-out Process: The system for loaning the computers has been developed by the Technology Committee under the leadership of the Superintendent and Director of Technology. Mobile laptop carts will be checked out to classroom teachers based and laptops will be checked out to students at each campus using the Follett library system. The Odem Elementary and Odem Junior High School librarians will be responsible for adding the technology equipment to the database. The librarians will check out the equipment as available based on the prioritized list provided by the Technology Committee. The library database program will electronically keep track of check-out, circulation, and check-in. Use of the library system has many advantages beyond check-out and check-in transactions. Students will be responsible for the care of the computer they borrow from the district. The district will purchase use a remote device management program and purchase a maintenance agreement to maintain laptops in working condition. When a device is damaged due to inappropriate use, a fee schedule outlined in the technology handbook will be used to determine pricing for repairs. Fees, fines and payment information will be recorded in the library database system. Students will be responsible for clearing all records and paying all fees based on the guidelines. Insurance will be purchased by the district for each lending device. However, the students will be required to report the loss or theft of school property and will be responsible for fair market value of any device that is not eligible for replacement using insurance. The library database system will enable the Director of Technology to track computer loans, organize records, review fines, and send students electronic reminders concerning technology updates, manage student information, reference computer serial numbers, and record information about the condition of the computer from the formal loan document.

Oversight of Lending Program: The Technology Committee under the supervision of the Superintendent and the Director of Technology will oversee all aspects of the lending process. The Odem Elementary and Odem Junior High Principals will serve on the committee and oversee day-to-day implementation at the campus level. Campus librarians will oversee the check-out process. Policies and procedures documents for loaning technology have been reviewed by the Technology Committee with the support of Education Service Center Region 2. The committee will develop documents for the program including:

✓ *OEISD Personal Technology Handbook*- Students and their parents will receive the *OEISD Personal Technology Handbook* during a mandatory Technology Lending meeting. The document explains the lending program, OEISD ownership of the technology equipment, acceptable use guidelines for the laptop and the Internet, and student responsibility for maintenance of the devices including a schedule of fines and charges for misuse. The final section of the handbook, the *OEISD Technology Lending Agreement*, outlines the agreement with the policies stated in the handbook. The agreement will be signed by the parent or guardian, student, and campus principal before checkout procedures can be initiated.

✓ *OEISD Technology Loan Program Checkout Procedures* –The document will outline procedures for bar-coding the laptops in the library database; teacher sharing procedures and guidelines; student check-out and check-in procedures and guidelines; and responsible use. The procedures document will be included in the handbook and referenced in the lending agreement.

Technology Lending Program policies and procedures documents will be reviewed by the District Improvement Committee and submitted for approval by the OEISD Board of Trustees in October 2014.

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Amendment # (for amendments only):

TEA Program Requirement 10: Applicant must describe how it will account for the technology lending equipment according to local policy, including providing insurance if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Computers will be the property of OEISD. The lending program will adhere to all established OEISD school board policies relating to district owned equipment. The OEISD Personal Technology Handbook will include the Terms of Use for loaned equipment. This section of the handbook will include information concerning the responsibility of the student to pay reasonable costs of repair (or fair market value) if the computer is damaged, lost, or stolen. Students and their families will be responsible for the care of the computer they borrow from OEISD and will agree to the terms of use by signing the Technology Lending Agreement.

Damage - OEISD will purchase a device management program for each computer on loan from the district to enable remote user management and repair. Routine maintenance and software updates will be conducted by the OEISD Technology Department. When a device is damaged due to inappropriate use, the Fee Schedule for Repairs in the handbook will be used to determine pricing for repairs. Fees, fines and payment information will be recorded in the library database system. Students will be responsible for clearing all records and paying all fees at the end of each school year.

Lost or Stolen Equipment – OEISD will purchase insurance for equipment used in the lending program. The Terms of Use section of the handbook will include a provision that states students must report the loss or theft of the property by the next school day after the occurrence. This complies with OEISD policy and will allow the district to process insurance claims appropriately.

TEA Program Requirement 11: Applicants must describe the development and implementation of a *Technology Lending Agreement* to be signed by parents or guardians of the students and by the student. The agreement must address responsible use and care of the equipment, responsible use of the district's digital resources, and responsible use of the Internet. The agreement may incorporate an existing *Responsible Use Policy* by reference. The Technology Lending Agreement must verify that students receiving Internet access at home have a demonstrated grade level mastery of the Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills (TEKS). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The OEISD Technology Committee under the supervision of the Superintendent and the Director of Technology will work with the Education Service Center Region 2 to review existing technology loan agreements from school districts in Texas and to develop an OEISD Personal Technology Handbooks to meet the specific needs of the lending program, district systems, and school board policy. The handbook will include all policies and procedures used to implement the lending program including the OEISD Terms of Use, OEISD Acceptable Use Policy, OEISD Lending Technology Check-out Procedures. The Technology Lending Agreement will be the final two pages of the OEISD Personal Technology Handbook. Families will keep the handbook and return the agreement with signatures from the parent (or guardian), student, and campus principal to be eligible to check-out a lending device. Specific sections to be included in the OEISD Technology Lending Agreement are listed below:

Personal Information of the Recipient	Name of student and OEISD student identification number, grade, parent name, home address and two phone numbers.
Technology Device Information	type of device, manufacturer, serial number, Follett barcode number
Condition of the Equipment	Condition at time of loan, condition at time of return, including repairs completed
Terms of Use of Lending Device	<i>OEISD Terms of Use</i> outlining ownership, insurance, fines, and repair fees referenced
Check Out Procedures	<i>OEISD Lending Device Check-out Procedures</i> referenced
Responsible use of Digital Resources	<i>OEISD Acceptable Use Policy</i> guidelines regarding responsible use of digital resources and of the Internet referenced
Mastery of Digital Citizenship TEKS	Verification that the student has demonstrated grade level mastery of the Digital Citizenship strand of the Technology Applications TEKS.

A strong system of policies and procedures is essential to successful program management and implementation. The agreement will ensure all participants have an efficient system to access innovative technologies.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person: